Unit title	Customer Service in Travel and Tourism
Guided learning hours	90
Number of lessons	30
Duration of lessons	3 hours
Links to other units	
● Unit 1: The Travel and Tourism Industry ● Unit 9: Visitor Attractions ● Unit 13: Work Experience in Travel and Tourism	

Key to lesson types			
AW	Assignment writing	**RS**	Revision session
GS	Guest speaker	**V**	Visit
IS	Independent study	**WE**	Work experience

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
Learning aim A: Explore how effective customer service contributes to organisational success				
1	**A1:** Customer service in travel and tourism	IS	● **Lead-in:** introduce learners to the unit and the format of internal assessment. Explain the relevance of the unit to future careers across the travel and tourism industry. Identify links between this unit and *Unit 13: Work Experience in Travel and Tourism and Unit 12: Investigating Overseas Working* (if applicable). ● **Paired activity with flipchart:** pairs of learners discuss key words associated with customer service. Collate words on a flip chart. They use this to formulate	Unit specification Flip chart paper and pens Access to the internet Search YouTube for 'Why Hate Ryanair-1'

			a definition of customer service then present back to the rest of the group. ● **Paired activity:** allocate sectors of the travel and tourism industry to pairs or small groups. Ask learners to draw a diagram to identify as many customer-facing roles as possible within that sector. What do customers expect from staff in those roles? Learners present their diagrams to the class in their pairs or small groups. ● **Individual activity:** research the company Virgin Atlantic. What are the staff benefits of working for Virgin Atlantic? Using A3 paper, ask learners to summarise, in one or two words, the benefits of working for Virgin Atlantic, and show how this impacts on the delivery of customer service to external customers. The assessor should consolidate findings and support discussion on the needs and expectations of internal customers. ● **Plenary:** run a consolidation quiz called 'Names in a hat'. Select a learner's name and ask that learner a question about something they have learned today. ● **Homework:** learners watch a video documentary on Ryanair (or similar – see the Resources column). Learners watch the video and take notes to prepare for a discussion at the beginning of next session.	

2	**A1:** Customer service in travel and tourism	IS	● **Lead-in:** recap the last session. Ask learners for examples of poor customer service from the homework set last week. ● **Tutor-led discussion:** establish the objectives of organisations and discuss the importance of first impressions, leading onto the impacts of poor customer service. ● **Tutor-led presentation:** discuss the objectives of customer-focused organisations and importance of customer service values – internal and external customers, definition and needs with embedded video clips. ● **Tutor-led activity:** produce a poster on the importance of first impressions, with travel and tourism examples. Present your posters to the class. ● **Individual activity:** hand out customer service charters from Virgin Trains and Ritz Carlton. Learners identify goals, key values and promises for each organisation. ● **Plenary:** discussion on session content with extended questions to promote higher level learning skills. ● **Homework:** produce a customer service charter for a local hotel or attraction.	Presentation Access to the internet Presentation with embedded video clips: search YouTube for 'Richard Branson Put your staff 1st, customers 2nd and shareholders 3rd Inc Magazine' Customer Service Charters – Virgin Trains and Ritz Carlton: search for 'Virgin Trains passenger charter'; and 'Ritz Carlton customer charter'
3	**A1:** Customer service in travel and tourism	IS	● **Lead-in:** ask learners to show their homework activity and display on the wall if possible. ● **Individual activity:** hand out an article about customer service, incorporating some deliberate errors. Learners identify spelling and grammar mistakes in the article. They then complete some verbal reasoning questioning about the article, which is	Display room and pins Prepared and printed article Verbal reasoning worksheet Presentation

			set by the assessor. ● **Tutor-led presentation:** on the factors that influence customer's decisions. Draw out product knowledge, empathy, reliability, effective communications, credibility, perception of value for money. ● **Individual activity:** learners carry out their own research into a specific organisation to see how they meet customer expectations for these factors. ● **Plenary:** consolidate learning from the session. Hand out to learners prepared question cards, each with a question on, e.g. What have you learned today? What do you want to know more about? ● **Homework:** learners find a video clip on customer service online to share with the group.	Prepared cards to consolidate learning
4	**A1:** Customer service in travel and tourism	IS	● **Lead-in activity:** learners show the class the video clips they have found online. ● **Tutor-led presentation:** lead a discussion on the factors that influence a customer's decision. Draw out empathy and understanding shown by staff, effectiveness of communication, credibility of the organisation, perception of value for money. ● **Tutor-led activity:** ask learners: 'Why is it important to make customers feel valued?' A possible talking point is to watch the 'Taxi Terry' video, then discuss how Terry makes people feel important ● **Plenary:** run a blockbuster quiz to consolidate learning. ● **Homework:** learners watch the Aer Lingus video clip or similar and answer questions on the worksheet designed by you about teamwork. They bring this	Quiz answer paper Presentation YouTube (e.g. 'Taxi Terry' video clip) Blockbusters: search for 'tes.com interactive blockbuster game template' Tutor-prepared worksheet Aer Lingus video clip: search YouTube for 'You are Aer Lingus' or similar video showing teamwork in travel and tourism

			completed worksheet to the next session. Allocate a learner to facilitate the lead-in session for the next session.	
5	**A1:** Customer service in travel and tourism	IS	● **Lead-in:** the allocated learner facilitates a discussion and Q&A around the video and linked worksheet set for homework in the last session. ● **Team activity:** split learners into small groups and set a teamwork activity. ● **Tutor-led presentation:** lead a presentation on teamwork and the impact on customer service. ● **Homework:** learners complete a word search of key questions.	Team-building game 'lost at sea': search 'insight.typepad.co.uk Lost at sea a team building game' Presentation
6	**A2:** Customer communication, expectations and satisfaction	IS	● **Lead-in:** recap on learning to date. ● **Team challenge:** divide learners into small groups of mixed abilities. Give them 15 minutes to read their class notes, and then work in their teams to put together questions to ask each other. This is a good opportunity for differentiation between higher and lower ability learners. ● **Tutor-led presentation:** embed video clips of brands from across the industry that cater for different target markets, e.g. holidays for single travellers, families, wedding parties etc. (see the example video clip link in classroom resources). Learners take notes to identify how the organisations cater for different customers. ● **Class discussion:** discuss notes taken during presentation and video clips. ● **Plenary:** ask learners how organisations can identify their customers and therefore establish their needs.	Board and pen for quiz scores Presentation with embedded clips: search YouTube for suitable clips

			For example: 'How can you identify regular travellers from inexperienced travellers?'	
7	**A2:** Customer communication, expectations and satisfaction	IS	● **Lead-in:** ask learners to identify different types of disability. Then ask: 'How can organisations assist customers with disabilities to enhance the customer experience?' ● **Paired activity:** ask learners to consider an organisation within the sector – e.g. a tour operator, a hotel, a travel agent or an airline – and identify ways in which the organisation could assist customers with each of the disabilities they have identified. ● **Tutor-led presentation:** include embedded video links and handouts to show how different organisations cater for customers with disabilities. ● **Individual activity:** learners research the legislation that promotes equality, making it an offence to treat people differently. Give out worksheets with questions to accompany the research. ● **Plenary:** facilitate a Q&A to consolidate session learning.	Flip chart and pens Presentation with links embedded: search YouTube for 'Virgin pet transportation' Thomson Handout: search for 'tui.co.uk all you need to know about customer welfare' Worksheet
8	**A2:** Customer communication, expectations and satisfaction	IS	● **Lead-in:** arrive slightly late for the session and display lack of interest during the first part of the session. Look disinterested and distracted. Leave the room for a minute and come back in without explaining why. Have a mobile phone with you and keep looking at it. Display negative body language. Leave the room and come back displaying usual behaviour. Ask learners how they felt during the first part of the activity. What did they notice? ● **Tutor-led presentation:** lead a presentation on	Presentation with Thomson training video: search YouTube for 'Thomson Airways (now TUI Airways) customer service training video'

			aspects of verbal and written communication with the Thomson training video embedded. ● **Group discussion**: lead a discussion based around the presentation and video. ● **Plenary:** facilitate a Q&A to consolidate knowledge from the session.	
9	**A2:** Customer communication, expectations and satisfaction	IS	● **Lead-in:** ask learners how customers form expectations. Ask them to imagine they are going to book a special holiday. What would help them to decide where to go, what sort of accommodation they would stay in, etc.? They will then have a picture in their mind of what they would expect. How would they feel if this expectation was not met? ● **Tutor-led presentation:** lead a presentation on the importance of responding to customer needs and exceeding expectations. ● **Individual activity:** devise scenarios where customers' expectations have not been met. Learners to respond to given scenarios, suggesting ways in which staff could resolve the situation and exceed customer expectations, e.g. arriving to find the hotel room has not been properly cleaned. This could be a written response in the first instance, followed through as a role play in mixed-ability pairs for differentiation. ● **Homework:** learners complete a research activity on the key points of the UK Consumer Rights Act 2015 or similar consumer protection legislation in your own country.	Presentation Scenarios
10	**A2:** Customer communication,	IS	● **Lead-in:** learners consolidate questions and prepare a quiz on knowledge to date. They complete this	Presentation Marriott International

	expectations and satisfaction		individually and swap papers for peer assessment. ● **Tutor-led presentation:** lead a discussion on managing customer complaints. This can form the basis of this session, outlining the procedures for handling complaints, i.e. reading customer behaviour, listening, questioning, identifying the problem, agreeing to solutions and follow-up. ● **Individual activity:** using an example complaints policy from an international hotel chain, learners identify the key organisational policies and procedures. ● **Group discussion:** lead a discussion on the implications and risks of not dealing with customer complaints and problems. If time allows, learners can get into pairs to perform a role play in order to demonstrate the skills identified in the presentation. ● **Plenary:** consolidate learning with Q&A.	complaints policy: search for 'customer services and complaints' for any international hotel group such as IHG, Hilton or Marriott
11	**A3:** Impact of customer service on the organisation	IS	● **Lead-in:** facilitate a Q&A session to establish learners' knowledge about the impacts of customer service for an organisation. ● **Group activity:** hand out some negative customer reviews about different travel and tourism organisations – real or fictitious. Ask learners to identify the positive and negative issues raised in the reviews, and what the positive and negative effects for the organisation would be. Each group feeds back to the rest of the class. ● **Tutor-led presentation:** lead a discussion on the impacts of the customer experience on the organisation. ● **Plenary:** learners consolidate their understanding by	Flip chart paper and pens Printed customer reviews (one each for each group)

			asking each other questions. ● **Homework:** learners research legislation relating to consumer rights for their own country.	
12	**A3:** Impact of customer service on the organisation	IS	● **Lead-in:** hold a question and answer session using homework research – what are the implications of consumer rights legislation on travel and tourism organisations in your country? ● **Tutor-led presentation:** lead a presentation on regulatory requirements, feedback and quality improvements. Research will need to be conducted prior to the session, to ensure it is clear what learners need to know. (The homework task set in session 11 should feed into this.) ● **Individual activity:** using the BSI website, learners conduct online research into one case study in order to confirm their knowledge and understanding of regulatory requirements, feedback and quality improvements. ● **Plenary:** prepare and lead a quiz to consolidate learning, knowledge and understanding. Review assignment and assessment requirements for Assignment 1.	Presentation BSI website for case studies: search for 'bsigroup.com case studies' Quiz
Learning aim B: Demonstrate customer service in different travel and tourism situations				
13	**B1:** Customer service skills and behaviours	IS	● **Lead-in:** ask learners: 'What do you think is the most important way of communicating information: what you say, how you say it or body language?' ● **Tutor-led presentation:** lead a presentation on communication (both verbal and non-verbal) and listening and questioning techniques. The activities	Search YouTube for 'Haircut classic' Presentation Websites for activities on communication: search for 'training course material',

			can be questions that have been designed using free resources on websites (see 'Classroom Resources' opposite). Also consider body language/gestures that may cause offence in different countries and cultures. ● **Individual activity:** learners prepare and deliver a one-minute presentation on a topic that interests them, such as a hobby. You should feedback on their communication skills and ask them to assess their peers. ● **Plenary:** learners discuss whether verbal or non-verbal communication is more important for travel and tourism organisation.	'communication skills activities' and 'trainers warehouse communication and listening exercises'
14	**B1:** Customer service skills and behaviours	IS	● **Lead-in:** facilitate a mind map activity on the board to establish learners' knowledge about customer service skills and behaviours, drawing on their own examples and experiences**.** ● **Tutor-led activities and presentation:** lead a presentation on communication, telephone techniques and written responses to complaints. Ensure that the right pitch and tone of voice, attitude, behaviour, conversation skills, empathy, etc. are covered. Use role-play situations to practise telephone techniques in pairs with peer assessment. ● **Paired activity:** learners discuss possible resolutions to some customer complaint scenarios ● **Plenary:** consolidate learning with discussion and a Q&A.	Presentation on telephone techniques Role play scenarios Telephones
15	**B1:** Customer service	IS	● **Lead-in:** give learners cards outlining different	Complaint scenarios and

	skills and behaviours		examples of customer complaints and ask them how they would react in each situation. ● **Tutor-led presentation:** lead a presentation on written communication, i.e. business and professional standards for completing documentation. Use a bad example and a good example of a completed customer service report. ● **Individual activity:** ask learners to highlight good and bad practice. Hand out written scenarios and ask learners to complete a customer service report based on the written scenario. ● **Plenary:** learners carry out their own research into customer services report for one specific organisation.	letter Blank Customer Service Report forms Cards
16	**B1:** Customer service skills and behaviours	IS	● **Lead-in:** recap on last session with discussion. ● **Tutor-led activities and presentation:** lead a presentation and activities on recognising and overcoming barriers to communication. Identify challenging and complex situations, e.g. calm manner versus aggression, appropriate words and phrases in different situations, etc. ● **Homework:** learners read their notes in preparation for a short answer quiz in the next session.	
17	**B2:** Dealing effectively with customer service requests and complaints	IS	● **Lead-in:** facilitate a short answer quiz to check learners' knowledge. ● **Tutor-led activity:** formative assessment with tutor and peer feedback – role-play scenarios. Learners work in groups of three: one is the customer, one an employee, and the third an	Quiz Role-play scenarios Evaluation sheets

			observer. They should all take turns at these different roles. Set out the room so that the groups can participate in role plays at the same time. You should move around the room, taking notes for feedback and guiding learners. Learners complete a customer service report to match the complaint scenario. ● **Plenary:** learners write a short paragraph to reflect on their role-play scenarios in the session, outlining what they did, what they would do differently next time and why.	
18	**B1:** Customer service skills and behaviours **B2:** Dealing effectively with customer service requests and complaints	IS	● **Tutor-led activity:** formative assessment with tutor and peer feedback. Role-play scenarios. Learners work in groups of three: one is the customer, one an employee, and the third an observer. They should all take turns at these different roles. Set out the room so the groups can participate in role plays at the same time. You should move around the room, taking notes for feedback and guiding learners. Learners complete both peer evaluation and self-evaluation sheets. These should be ongoing so that learners can develop skills in preparation for learning aim C. ● **Plenary:** learners write a short paragraph to reflect on their role-play scenarios in the session, outlining what they did. what they would do differently next time and why.	Role-play scenarios Evaluation sheets
19–20	**B1:** Customer service skills and behaviours **B2:** Dealing	IS	**Summative assessment weeks:** learners continue to practise with one tutor while a second tutor assesses in a different room. Telephone and face-to-face scenarios must be facilitated. One of	Role-play scenarios

	effectively with customer service requests and complaints		the scenarios requires a written response. This could run as a task day, possibly a longer session with other tutors assisting with assessment as this can be a time-consuming process. You could link this assessment with *Unit 12: Investigating Overseas Working* if this is being delivered. Link the scenarios to a job role overseas. These role plays should be videoed and used for evaluation and action planning in preparation for learning aim C.	

Learning aim C: Review effectiveness of own performance in customer service to add value to travel and tourism organisations				
21	**C1:** Evaluate individual performance	IS	● **Lead-in:** ask learners how they feel about practical role-play assessments. Learners then complete a short reflective evaluation on their own performance. ● **Tutor-led presentation:** lead a presentation on conducting a skills audit. ● **Individual activity:** learners complete a skills audit questionnaire and then complete a personal analysis on their strengths, weaknesses and influencing opportunities and threats, in order to assess any gaps, e.g. interpersonal skills. ● **Plenary:** learners make any changes to their analysis based on peer analysis.	Presentation Skills audit – MindTools: search for 'mindtools.com – how good are your communication skills?'
22	**C1:** Evaluate individual	IS	● **Lead-in:** ask learners what an action plan is, and how can it help them to develop. Learners could	Action plan templates: search for 'reference.com

	performance		discuss this in pairs, and then feedback their thoughts to the class. ● **Paired activity**: learners look at what should be included in a personal development plan with targets that are Specific, Measurable, Achievable, Relevant and Timed. in pairs. They should then share their thoughts and ideas with the class. ● **Individual activity:** learners use feedback from role-play situations, tutor feedback, observation sheets, videos and self-evaluation to develop a personal action plan. This can be conducted across two sessions, as learners may require some guidance in order to complete these successfully. ● **Plenary:** learners complete personal action plan.	what is a personal action plan?'
23	**C2:** Adding value	IS	● **Lead-in:** ask learners to start thinking about a career they would like to pursue. ● **Individual activity:** learners identify an organisation they would like to work for, and then compare the entry requirements, skills and qualities against their skills audit and action plan. ● **Individual activity:** ask learners to identify how their skills can be developed to contribute positively to an organisation that they would like to work for. Learners create targets that are Specific, Measurable, Achievable, Relevant and Timed to show how they can develop their skills to fit with the organisation. ● **Plenary:** learners carry out their own research into a person of their choice and how they managed to add value and develop their own skills to contribute	Access to IT and internet

			to the success of a business.	
Learning aim D: Plan to monitor and improve customer service to achieve organisational objectives				
24	**D1:** How organisations research, monitor and analyse customer service	IS	● **Lead-in:** ask learners to identify different ways of monitoring customer satisfaction. ● **Tutor-led presentation:** give relevant examples of how organisations across the industry use data analysis, online feedback, customer data/information from loyalty programmes, competitor analysis and performance indicators. Learners discuss the benefits to different types of organisations. ● **Paired activity:** Give each pair a different organisation to research. Learners use published annual reports, online review sites, loyalty programmes, etc. to present an overview to the class of how their organisation researches, monitors and analyses customer service. ● **Plenary:** discuss the reliability of different methods used to monitor customer service.	Access to IT and internet Presentation Annual reports, e.g. Merlin Entertainments
25	**D1:** How organisations research, monitor and analyse customer service	GS or V	● **Guest speaker/visit:** it may be possible to use local organisations and incorporate a visit or guest speaker, e.g. a local hotel, travel agent, tour operator, transport provider or visitor attraction. Learners prepare questions for a question and answer (Q&A) session on how they use data analysis, online feedback, customer data/information from loyalty programmes, competitor analysis and performance indicators to monitor current customer service initiatives and to improve customer service.	Guest speaker or visit
26	**D2:** The role of	IS	● **Lead-in:** open a discussion with learners to explore	Presentation

	technology in the customer experience		the speed of technological developments. For example, how have mobile phones developed in the last 10 years? What functions does their mobile have? Give an example of how technology developed as you were growing up and make comparisons between the speed of technological development then and now. Discuss customer expectations about speed and accuracy of service and information. ● **Tutor-led presentation:** lead a presentation on the role and impacts of technology and social media (embed the video clip on 'TUI Travel') and the use of technology to enhance the customer journey. ● **Group activity:** run through the Thomson Airways case study: Development of the Dreamliner. Ask learners to consider what the potential impacts of developments in technology are on customer expectations and organisational success. ● **Plenary:** facilitate a Q&A to check learners' knowledge from the session.	TUI Travel video clip: Search YouTube for 'TUI travel corporate VT' Case study video – Thomson Airways: search YouTube for 'Thomson Airways Dreamliner' or 'The Rise and Fall of Airbus A380'
27	**D2:** The role of technology in the customer experience	IS	● **Lead in:** ask learners if technology is always good for customers. ● **Group activity:** ask learners to research the effect of British Airways global computer crash in 2017 or any other recent computer crash. Lead a discussion to share findings and the impacts to the organisation, its customers and employees. ● **Small group activity:** give learners named travel and tourism organisations to research the role of social media for the organisation. Groups present their findings to the class and discuss similarities and	Access to IT and Internet: search for British Airways global computer crash

			differences. ● **Group discussion:** lead a discussion on identification of customers who have difficulty accessing current or new technology. What are the impacts on customers in different travel and tourism situations? ● **Plenary:** what are the advantages and disadvantages of technology for customers?	
28	**D3:** How organisations improve the customer experience	IS	● **Lead in:** lead a discussion – how can organisations improve customer service? ● **Tutor-led presentation:** lead a presentation on how organisations can improve the customer experience adapting core values, products and services offered, partnerships with well known brands, marketing and promotion with examples from different organisations embedded. ● **Case study:** in groups, learners research Ryanair's 'Always Getting Better' campaign, Air Canada's 'Travel like a Canadian' and OYO Homes and Hotels. They then identify the successes and failings in improving the customer experience. Feed back and compare findings. ● **Plenary:** ask learners: 'How successful is Ryanair's Always Getting Better campaign?'	Presentation Access to IT and internet: search for Ryanair Always Getting Better Search for 'Air Canada Travel like a Canadian' and 'OYO Homes and Hotels'.
29	**D4:** Creating a customer-focused organisation and implementing service standards to achieve	IS	● **Lead-in:** ask learners what is meant by the 'customer journey'. ● **Tutor-led presentation:** lead a presentation on monitoring, evaluating and improving customer service. The customer journey. Embed the video clip	Presentation TUI Travel customer Journey: search for 'Tui Travel plc customer journey our vision'

	organisational objectives		'TUI Travel'. ● **Individual activity:** ask learners to review given policies/statements and offer suggestions on how they could be improved with the customer as the focus. ● **Paired activity:** Read through the Virgin Atlantic case study. Design questions and discussion points for learners. ● **Plenary:** learners carry out their own research into one case study for a customer journey from start to finish, identifying any improvements – e.g. communicating core values clearly, employee training, acting on feedback, etc.	Case study – Virgin Atlantic: search for 'business case studies Virgin Atlantic'
30	**D4:** Creating a customer-focused organisation and implementing service standards to achieve organisational objectives	IS	● **Lead-in:** ask learners to highlight the most effective methods for building a loyal customer base and improve the quality of customer service. ● **Paired activity:** give learners a variety of hypothetical scenarios and ask them to produce a plan, making recommendations to improve customer service with justifications using good practices from other organisations to support their recommendations. Discuss and vote on which recommendations are the most valid and realistic. ● **Tutor-led discussion**: lead a discussion on how staff training can help support a successful organisation – for example, ask learners what training might be	Scenarios

			needed. ● **Plenary:** review the assignment and assessment requirements for Assignment 3.	

Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling learners to access them through the school/college intranet. Tutors should source local, national and international websites and case studies for suggested activities and classroom resources